



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

14 Cultural Studies



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
The Concept and Study of Culture	16%
The Operation of Cultural Systems	20%
Patterns of Culture in the United States	40%
Varieties of Cultural Experience in the United States	24%

THE CONCEPT AND STUDY OF CULTURE

Understand concepts of culture and cultural systems.

Includes recognition of cultural terms and concepts; and application of terms and concepts to analyze general cultural patterns and specific cultural phenomena.

Understand processes of cultural transmission and diffusion.

Includes the processes of socialization and cultural diffusion; the formation of individual values, beliefs, and attitudes; and the relationship between culture and personality.

Understand processes of stability and change in human cultures.

Includes processes of social innovation and dislocation; evolutionary versus revolutionary social and cultural change; and sources of social harmony and conflict.

Understand how to locate and organize cultural information.

Includes familiarity with research techniques in history and the social sciences; knowledge of basic reference sources of cultural information; and the categorization and sequencing of data.

Understand how to analyze, synthesize, and evaluate cultural information.

Includes evaluating sources of cultural information; interpreting data from written and graphic sources; and drawing conclusions based on an analysis of cultural information.

THE OPERATION OF CULTURAL SYSTEMS

Understand forms of social and political organization in human cultures.

Includes characteristics of various social and political systems; the nature of social and political ideology; and the effects of different types of social and political organization on relationships within and among societies.

Understand forms of economic organization in human cultures.

Includes characteristics of traditional and contemporary economic systems; and the effects of different types of economic organization on relationships within and among societies.

Understand the role of language in human cultures.

Includes the role of language in conveying cultural messages; regional, ethnic, gender, and class diversity in language usage; and the social dimensions of literacy.

Understand issues related to kinship, marriage, and family in human cultures.

Includes characteristics of kinship, marriage, and family systems; the cultural significance of various kinship groups and marriage forms; and the relationship between family and society.

Understand the significance of religion, ritual, and myth in human cultures.

Includes forms of religious expression; the cultural role of religious institutions; the social significance of ritual behavior; and the function of myth in human societies.

Understand the significance of art, literature, and music in human cultures.

Includes the role of art, literature, and music in conveying cultural messages and expressing cultural values; the sociocultural significance of diversity in creative expression; and the interrelationship between art and society.

Understand issues related to class, status, and gender roles in human cultures.

Includes types and functions of class, status, and gender divisions in human societies; the effects and significance of social stratification based on race and ethnicity; and factors contributing to class, status, and gender inequality.

PATTERNS OF CULTURE IN THE UNITED STATES

Understand forms of social and political organization in the United States.

Includes characteristics and functions of government; the development of social institutions; the evolution of social and political ideologies; and the relationship between democratic principles and social values in U.S. society.

Understand forms of economic organization in the United States.

Includes principles and characteristics of the U.S. economic system; and the relationship between economic goals and social values in U.S. society.

Understand the role of language in U.S. society.

Includes the role of language in conveying cultural messages; regional, ethnic, gender, and class diversity in language usage; the social dimensions of literacy; and the cultural significance of standard and nonstandard forms of language.

Understand issues related to kinship, marriage, and family in U.S. society.

Includes characteristics of kinship, marriage, and family systems in U.S. society; and the relationship between family and society in the United States.

Understand the significance of religion, ritual, and myth in U.S. society.

Includes varieties of religious expression; the cultural role of religious institutions in the United States; the social significance of ritual behavior; and the role of myth in defining relations within and among cultural groups in U.S. society.

Understand the significance of art, literature, and music in U.S. society.

Includes the role of art, literature, and music in conveying cultural messages and expressing cultural values; the social significance of diversity in creative expression; and the interrelationship between art and society in the United States.

Understand issues related to class, status, and gender roles in U.S. society.

Includes characteristics and functions of class, status, and gender divisions in the United States; the effects and significance of social stratification based on race and ethnicity; and factors contributing to class, status, and gender inequality in U.S. society.

Understand patterns of socialization in U.S. society.

Includes agents and processes of socialization in the United States; the role of the U.S. educational system; the influence of group membership, cultural values, and group dynamics on individual socialization; and the relationship between socialization and gender roles in U.S. society.

Understand patterns of social interaction and communication in U.S. society.

Includes factors that influence cooperation, competition, and conflict within and among cultural groups in the United States; the impact of cultural diversity on verbal and nonverbal communication; and the role of the mass media in conveying cultural messages.

Understand the role of social mobility in U.S. society.

Includes characteristics and results of social mobility in the United States; and factors that facilitate and inhibit social mobility within and among cultural and ethnic groups in U.S. society.

Understand patterns of ethnicity in U.S. society.

Includes the social, political, and economic causes of immigration; the nature of ethnicity in the United States; the distribution and stratification of ethnic groups; the formation of ethnic communities; and the significance of cultural diversity and ethnic pluralism in the development of U.S. society.

Understand patterns of racial and ethnic relations in U.S. society.

Includes patterns of assimilation, acculturation, segregation, and subjugation; sources of prejudice and discrimination; and the conflict between ethnic separatism and cultural pluralism in the United States.

VARIETIES OF CULTURAL EXPERIENCE IN THE UNITED STATES**Understand the Native American experience in the United States.**

Includes the history of Native Americans; the development of Native American cultures; and issues of contemporary Native American life.

Understand the European American experience in the United States.

Includes the history of European Americans; the development of European American cultures; and issues of contemporary European American life.

Understand the African American experience in the United States.

Includes the history of African Americans; the development of African American cultures; and issues of contemporary African American life.

Understand the Hispanic American experience in the United States.

Includes the history of Hispanic Americans; the development of Hispanic American cultures; and issues of contemporary Hispanic American life.

Understand the Asian American experience in the United States.

Includes the history of Asian Americans; the development of Asian American cultures; and issues of contemporary Asian American life.

Understand the Arab American experience in the United States.

Includes the history of Arab Americans; the development of Arab American cultures; and issues of contemporary Arab American life.

Understand the experience of women in the United States.

Includes the history of women in the United States and issues related to the evolving roles of women in U.S. society.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Cultural materialists most often seek to explain the differences in thought and behavior among social groups by examining the:
 - A. way in which cultural borrowings influence social development.
 - B. role of natural selection in cultural adaptation.
 - C. costs and benefits of fulfilling basic needs in a given habitat.
 - D. functions of important customs and institutions.
2. Content analysis is a careful counting of the number of times a particular idea or word appears in a given form of written communication. A social scientist would most likely use this research technique for which of the following purposes?
 - A. to devise a research design for a study of population movement
 - B. to explain why some social groups have greater economic power than others
 - C. to test hypotheses about cultural values or social change
 - D. to compare rates of social mobility among various cultural groups
3. Which of the following best describes a major difference between democratic and oligarchical systems of government?
 - A. Political power is generally more centralized in an oligarchy than in a democracy.
 - B. Oligarchies are often more culturally diverse than democracies.
 - C. Political decisions are more often influenced by special interest groups in an oligarchy than in a democracy.
 - D. Oligarchies tend to be more concerned about foreign relations than democracies.
4. Which of the following is a common explanation of why individuals abandon traditional organized religion to join religious sects?
 - A. to participate in religious services that have a strong intellectual emphasis
 - B. to become part of an organization that has extensive ties with other religious groups
 - C. to associate with people from different socioeconomic groups
 - D. to express dissatisfaction with prevailing cultural standards and moral values

5. In which of the following types of U.S. families would one expect to find gender differences most clearly reflected in the division of work roles?
- A. a rural landowning family of the late eighteenth century
 - B. a rural tenant family of the early twentieth century
 - C. an urban middle-class family of the mid-nineteenth century
 - D. an urban working-class family of the late twentieth century
6. Which of the following best describes the relationship between wealth, prestige, and power in the United States?
- A. Although wealth strongly influences the distribution of power in the United States, it has almost no relationship to prestige.
 - B. Wealth reinforces but does not totally determine prestige and power in the United States.
 - C. Although wealth is a major determinant of prestige in the United States, it has little effect on the distribution of power.
 - D. Wealth, power, and prestige are independent aspects of social ranking in the United States.
7. Which of the following demographic changes would most likely provide greater opportunities for upward social mobility in the United States?
- A. a decline in the birth rate among the families of white-collar workers
 - B. an increase in the percentage of thirty-six to forty-five year olds in the total population
 - C. an increase in the birth rate among the families of blue-collar workers
 - D. a decrease in the percentage of sixteen to twenty-five-year-olds in the total population
8. Minority proponents of ethnic separatism are most likely to use which of the following arguments to justify their position?
- A. Avoidance of the majority group will reduce intergroup prejudices and suspicions.
 - B. Self-segregation will foster individualism among minority group members.
 - C. Avoidance of the majority group will reduce conflict among members of the minority group.
 - D. Self-segregation will enable minority group members to preserve their culture.

9. Which of the following best matches a civil rights group with the strategy that the group most often championed during the 1960s?
- A. Student Non-Violent Coordinating Committee: using legal action to overturn unjust laws
 - B. NAACP: forming separate communities to achieve economic independence
 - C. Southern Christian Leadership Conference: using civil disobedience to eliminate segregation
 - D. National Urban League: organizing at the workplace to improve the status of black workers
10. Which of the following most accurately describes an important development in U.S. women's history?
- A. The creation of large business corporations during the late nineteenth century eliminated gender division in most areas of manufacturing.
 - B. Feminism became a major force in U.S. social, cultural, and political life with the adoption of the women's suffrage amendment to the Constitution in 1920.
 - C. The New Deal reforms of Franklin Roosevelt eliminated major barriers to women's full participation in U.S. economic life.
 - D. The civil rights movement and antiwar crusade were important sources of inspiration for the feminist movement which championed women's liberation in the 1960s.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand concepts of culture and cultural systems.
2.	C	Understand how to locate and organize cultural information.
3.	A	Understand forms of social and political organization in human cultures.
4.	D	Understand the significance of religion, ritual, and myth in human cultures.
5.	C	Understand issues related to kinship, marriage, and family in U.S. society.
6.	B	Understand issues related to class, status, and gender roles in U.S. society.
7.	A	Understand the role of social mobility in U.S. society.
8.	D	Understand patterns of racial and ethnic relations in U.S. society.
9.	C	Understand the African American experience in the United States.
10.	D	Understand the experience of women in the United States.